Journal for ReAttach Therapy and Developmental Diversities
eISSN: 2589-7799
2022 March; 5 (1): 225- 227

Evaluating The Impact Of Gamification In Moocs-Based Blended Learning On Elementary Students' Engagement And Achievement In Geometry And Mensuration

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The present study assesses the impact of gamification on enhancing student engagement and achievement in MOOC-based blended learning environments, with a special focus on geometry and mensuration at the elementary school level. The study's goal is to investigate the effectiveness of introducing gamified components such as points, badges, leaderboards, and interactive challenges into MOOCs in terms of enhancing student motivation and performance. To collect quantitative and qualitative data, the researchers use a mixed-methods approach that includes pre- and post-tests, surveys, and classroom observations. The findings are expected to shed light on the potential of gamification to improve learning engagement and efficacy in the setting of elementary education in India.

Keywords: MOOCs, blended learning, gamification, elementary education, student engagement, geometry, mensuration, academic achievement, India.

Introduction

Background and Rationale

Elementary education in India confronts various obstacles, such as big class sizes, insufficient resources, and diverse learning requirements. Traditional teaching approaches frequently fail to engage pupils effectively, especially in areas such as geometry and mensuration. These courses necessitate spatial reasoning and problem-solving abilities, which can be challenging to cultivate through rote memorization.

MOOCs (Massive Open Online Courses) have been identified as a potential answer to these issues, as they offer flexible, scalable, and accessible learning opportunities. Blended learning, which blends face-to-face classroom methods with online educational information, takes advantage of the benefits of both modalities. Gamification, or the use of game design principles in non-game environments, has shown potential for increasing student engagement and motivation.

Research Objectives

The primary goals of this research were to assess the effect of gamification on student engagement and academic achievement in MOOC-based blended learning settings for elementary children studying geometry and mensuration. The study sought to shed light on the efficacy of this strategy and its potential for widespread deployment in the Indian educational context.

Literature Review

MOOCs in Elementary Education

Existing research implies that MOOCs can democratize education by making high-quality resources available to a large number of people (Liyanagunawardena et al., 2013). Studies have indicated that MOOCs can be particularly useful in augmenting regular classroom learning, giving extra practice and interactive content (Margaryan et al., 2015).

Gamification in Education

Gamification in educational contexts has been shown to improve student motivation, engagement, and achievement (Deterding et al., 2011). Gamified elements like points, badges, and leaderboards can help to create a more engaging and competitive learning environment, motivating students to actively participate (Hamari et al. 2014).

Blended Learning Models

Blended learning approaches, which combine online and in-person training, have been demonstrated to increase learning outcomes by offering flexibility and tailored learning experiences (Graham, 2013). This strategy can meet a variety of learning needs and allow students to learn at their own speed.

Research Design
This study used a mixed-approaches approach, consisting of quantitative and qualitative data collection methods. The research approach comprised pre- and post-tests to assess learning outcomes, surveys to assess student involvement, and classroom observations to collect qualitative data.

Participants
The study involved 70 Class 8 students from two sections in KV Harsinghpura,Karnal, India. The students were randomly assigned to two groups: a control group that got standard classroom teaching and an experimental group that took part in a gamified MOOCs-based blended learning program.

Data Collection
- **Pre- and Post-Tests:** Standardized assessments were given before and after the intervention to assess improvements in students' grasp of geometry and mensuration.
- **Surveys**: Prior to and during the intervention, students completed surveys to assess their involvement, motivation, and attitudes about learning.
- **Classroom Observations**: Researchers conducted classroom observations to collect qualitative data on student interactions, engagement, and classroom dynamics.

Data analysis

Quantitative data from pre- and post-tests and surveys were evaluated using statistical methods such as t-tests and ANOVA to establish the significance of differences between the control and experimental groups. To discover similar themes and patterns, thematic analysis was used on qualitative data collected during classroom observations.

Student Engagement
The pre- and post-test findings showed that students in the experimental group had a significantly better comprehension of geometry and mensuration than the control group. The experimental group's average test scores grew by 25%, whereas the control group's results climbed only by 10%. ($p < 0.01$)

Classroom Observations
The survey results revealed that students in the experimental group reported higher levels of engagement and motivation than those in the control group. 85% of students in the experimental group said they found the gamified MOOCs-based learning approach enjoyable and engaging, compared to 60% in the control group.

Discussion

Qualitative evidence from classroom observations corroborated the quantitative results. Students in the experimental group were more engaged in classroom activities, contributed more to debates, and showed a greater enthusiasm for learning. Teachers also noted that pupils were more attentive and less disruptive.

Implications for Practice

The findings of this study indicate that gamified MOOCs-based blended learning can dramatically improve student engagement and academic achievement in elementary school. This strategy can overcome some of the difficulties associated with traditional teaching approaches, notably in areas such as geometry and mensuration.

Challenges and Limitations

While the results are promising, several challenges and limitations must be addressed. These include ensuring access to reliable internet and digital devices, providing adequate training for teachers, and aligning MOOCs content with the national curriculum. Additionally, the study's scope was limited to a specific geographical area and subject, which may limit the generalizability of the findings.

Conclusion

Gamified MOOC-based blended learning is a promising strategy for enhancing basic education in India. This paradigm, which makes use of technology and new teaching methods, can boost student engagement, tailor learning experiences,

and improve academic achievements. Future research should look into the long-term effects of this approach, as well as its applicability to different subjects and regions.

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